DOCUMENT RESUME

ED 262 632 FL 015 307

TITLE	Gulf Arabic. Materials Status Report.
INSTITUTION	Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.
SPONS AGENCY	Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE	Nov 85
CONTRACT	1735-507041
NOTE	53p.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Arabic; Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language
IDENTIFIERS	*Arabic (Gulf)

ABSTRACT

The materials status report for Gulf Arabic is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. Each report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

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ED262632

Language/Area Reference Center

Materials Status Report

GULF ARABIC

November, 1985

Center For Applied Linguistics
1118 22nd Street, NW
Washington, D.C. 20037

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FL 05307

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Materials Status Reports - General Description

This Materials Status Report is one of forty-one prepared by the Language and Area Reference Center, Center for Applied Linguistics, for the members of the Interagency Language Roundtable, under Contract No. 1735-507041 between CAL and the Foreign Service Institute, Department of State.

The purpose of the reports is to provide the non-specialist with a picture (as of 1985) of the availability and quality of texts teaching the language(s) to English speakers. Reports have been prepared for the following languages:

Afghan Persian (Dari)	Bengali	Indonesian	Sinhalese
Afrikaans	Berber (all dialects)	Kongo	Somali
Amharic	Bulgarian	Kurdish	Shona
Arabic/Libyan	Burmese	Korean	Slovak
Arabic/Saudi	Cambodian	Lao	Tagalog
Arabic/Gulf	Czech	Malay	Thai
Arabic/Sudanese	Dutch	Mongolian	Tigrinya
Armenian	Finnish	Ngala	Uigur
Azerbaijani	Hausa	Pashto	Vietnamese
Baluchi	Hindi	Portuguese	Xhosa
			Zulu

The Materials Status Reports consist of:

1. A one- or two-page narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of programs, linguists who have worked on the language, native speakers, and other information of use to the individual or agency planning a course in the language.

2. A bibliography of materials, grouped as follows: Basic Level Teaching Materials; Advanced Level Teaching Materials; Refresher/Maintenance Materials; Reference Materials; and Dictionaries. The terms "basic level" and "advanced level" are defined by the government-wide proficiency levels: materials bringing the student to proficiency level 2 in speaking and/or reading are categorized as "basic", whereas materials bringing the student to levels higher than 2 are categorized as "advanced". The dictionaries listed are bilingual dictionaries with English as one of the languages. Materials are categorized according to our evaluators' judgment as to their best use in classes today, and not according to the authors' intentions; e.g. a good traditional grammar-translation text will be categorized as reference, rather than as basic teaching materials.

All materials known to us are listed in the bibliography. For the more uncommon languages, e.g. Uigur, all sources have been evaluated (if we were able to find them). For the more common languages, e.g. Finnish, we did not evaluate pre-World War II materials except for widely-acknowledged classics. Unevaluated materials are listed alphabetically by author at the end of the bibliography.

3. Individual materials evaluations for each of the texts listed in the bibliography. A particular evaluation consists of a general description, including publication information, an overview of the contents, and statements about the quality of the language used; a "meta-criteria" form by which the general quality of the text, in terms of language taught and overall quality of presentation, are evaluated. More specific information is presented, on following forms, for those texts which have been judged to be of reasonable quality. The evaluations have been made by native speakers of the languages, and by linguists/language teachers recognized for their knowledge of the languages.

We have discovered, in the process of developing the Materials Status Reports, that the same set of materials will frequently appear under different editions and reprintings, and also under different titles, different publishers, and even different authors. In these cases, we generally choose the most recently appeared set for evaluation, and discuss the publication history on the description page of the individual evaluation. Occasionally, we are aware of later editions from the one we have access to; the existence of the later edition is also mentioned on the description page.

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Center for Applied Linguistics/LARC
Materials Evaluations - 1985
Materials Status Report - Narrative GULF ARABIC

Language, dialects, standards. Gulf Arabic is the spoken medium of the populations of Bahrain, Qatar, and the United Arabic Emirates (Abu Dhabi, Dubai, Sharja, Ajman, Umm al-Qaiwain, Ras al-Khaima, and Fujaira). It is used in informal situations, and sometimes in the schools (although this is never officially sanctioned, since Modern Standard Arabic is the official language). There is no standard, no written form of the dialect. Gulf Arabic is mutually intelligible with Saudi Arabic, and to some extent with most other dialects of Arabic.

Writing System. Not applicable. Gulf Arabic is not a written language.

Production of Written language. not applicable

Difficulty for English-speaking learners.

Phonology: Several segments are extremely difficult for the speaker of English to distinguish and pronounce (e.g. the pharyngeals). Other smaller problems, like double consonants.

Syntax: Extremely difficult. Arabic is a Verb-subject-object language, with clause structure radically different from English. Arabic also has a complex morphological structure.

Vocabulary: Difficult. No cognates with English.

Writing system: not applicable.

Usable existing texts.

Basic level: Qafisheh, Basic Course in Gulf Arabic, 1975.
Qafisheh, Gulf Arabic: Intermediate Level, 1979.

Advanced level: none

Refresher-Maintenance: none

Reference: Johnstone, Eastern Arabic Dialect Studies, 1967.
Qafisheh, A Short Reference Grammar of Gulf Arabic, 1977.

Dictionaries: none

Electronic: none

Native speaker availability in the U.S.
Quite a few native speakers, very few with linguistic training.

Existing programs, classes. University of Arizona.

Linguist resources: Hamdi Qafisheh, University of Arizona.

Basic Level Teaching Materials

ARAMCO. Pocket Guide to Arabic. Dhahran, Saudi Arabic: ARAMCO, 1954. [PJ6843.A7, GU] [86pp]

ARAMCO. Conversational Arabic. Dhahran, Saudi Arabia: ARAMCO, n.d.

Jong, D. Spoken Arabic of The Arabian Gulf. Beirut, Lebanon: Librairie du Liban, 1968 [68p] [PJ6859.S6]

Holes, Clive. Colloquial Arabic of the Gulf and Saudi Arabia. London, England: Routledge and Kegan Paul, 1984.

Qafisheh, Hamdi A. A Basic Course in Gulf Arabic. Tucson, AZ: University of Arizona Press and Beirut, Lebanon: Librairie du Liban, 1975. [xxii, 482p] [ED 112 654]

Qafisheh, Hamdi A. Gulf Arabic: Intermediate Level. Tucson, AZ: University of Arizona Press, 1979. [vii, 296pp]

Advanced Level Teaching Materials

none

Refresher-Maintenance Materials

none

Reference Materials

Johnstone, Thomas M. Eastern Arabic Dialect Studies. (London Oriental Series, No. 17) London, England: Oxford University Press, 1967. [xxxii, 268p]

Qafisheh, Hamdi. A Short Reference Grammar of Gulf Arabic. Tucson, AZ: University of Arizona Press, 1977. [PJ6853.Q33] [xxii, 274pp]

Dictionaries

none

Electronic Materials

none

Materials Not Evaluated

Cowan, William. Yemen Arabic. Taig, Yeme Foreign Service Institute, American Embassy, 1963.

A Handbook of Kuwaiti Arabic. [illegible], England: Stephen Austin and Sons, for the Kuwait Oil Co., 1951. [ix, 251p]

Kuwaiti Arabic, Parts I and II. Kuwait Oil Co., n.d. 2 v. [48p, 15p]

INDIVIDUAL MATERIALS EVALUATION

Basic Course Materials

ARAMCO. Pocket Guide to Arabic. ARAMCO Arabic Language Series. Dhahran, Saudi Arabia: Arabian American Oil Company, 1954.

Specific language/dialect taught: Gulf Arabic

Type of text: Basic Level Teaching Material

Publication information: Out of print. [PJ6843.A7] Copy at CAL.

Intended users: English-speaking, American employees of ARAMCO in Saudi Arabia

Format: book with record

Overall grammatical/pedagogical approach: none

Presentation of language: Arabic in transcription, although the Arabic alphabet is introduced.

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: Excellent

Overall organization of text:
[86pp]

1. Introduction--the alphabet is introduced
2. Conversations in Arabic--"A Visit," "To the Suq," and "Getting Acquainted"
3. Vocabulary
4. Grammar Sketch--Stress, masc. and fem., nouns, pronouns, verbs, negatives
5. Aids to Conversation (Days of the week, telling time, numbers, colors, etc.

Vocabulary areas covered: General communication and survival in newcomer situations. Some vocabulary non-specific.

General comments:

CPT page label: GARARAMAI

LARC staffer: McPerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

GULF ARABIC
ARAMCO, Pocket Guide

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		X		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		X X X		
Are the materials usable in language teaching contexts?	*	* X		

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments:

Evaluator: Aziz el-Mouloudi

Date: October, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

GULF ARABIC
ARAMCO, Pocket Guide

BASIC COURSE MATERIAL EVALUATION:

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts		X				X
Presentation, explanation of basic grammatical structures	X					
Development of accurate pronunciation			X			
Development of automaticity, fluency			X			
Development of appropriate range of vocabulary	X					
Presentation of cultural and functional information		X				
Development of encoding, decoding skills (in non-roman alphabets)						X
Development of basic reading skills						X

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			X
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			X
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			X
Do the materials include guides for teaching?			X
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		X	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	X		
Are previously learned items of structure, vocabulary and function overtly recycled in later units or lessons?			X

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

GULF ARABIC
ARAMCO, pocket guide

	Y	S	N
Do the materials appropriately integrate the use of English in class?		X	
Are the materials likely to be visually appealing to the student?			X
Do the materials expose students to language material above their momentary level?			X
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			X
Do the materials include a wide range of learning activities for the student?			X
Are the materials considered successful by current users, if any?	?		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			X
Are lessons in the materials organized around functions to the exclusion of grammar?	X		
Are lessons in the materials organized around grammar to the exclusion of functions?			X

Comments:

Evaluator: Aziz el-Mouloudi

Date: October, 1985

ARAMCO. Conversational Arabic. ARAMCO Arabic Language Series. Arabian American Oil Co., n.d.

Specific language/dialect taught: Gulf Arabic

Type of text: Specialized Pedagogical, Conversational Text

Publication information: Out of print. [PJ 6853.A72] Copy at CAL.

Intended users: English-speaking ARAMCO employees who have mastered Basic Arabic and Spoken Arabic (also ARAMCO publications).

Format: book

Overall grammatical/pedagogical approach:

Presentation of language: Arabic is in transcription

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: Excellent

Overall organization of text:
[viii, 159pp]
I. Conversations--dialogues based on live speech as used in everyday situations.
II. Constructions--analysis of the dialogues in the form of "buildups". These buildup constructions of utterances illustrate applied grammar by showing how words are formed (morphology) and how they fit together in larger units (syntax).

Vocabulary areas covered: General communication and survival

General comments: The constructions section is designed primarily for self-study.

CPT page label: GARARAMB1

LARC staffer: McPerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

GULF ARABIC
ARAMCO, Conversational

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	 X X X			
Are the materials usable in language teaching contexts?	* X	*		

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments:

Evaluator: Aziz el-Mouloudi

Date: October, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

GULF ARABIC
ARAMCO, Conversational

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts	X					X
Presentation, explanation of basic grammatical structures	X					
Development of accurate pronunciation			X			
Development of automaticity, fluency	X					X
Development of appropriate range of vocabulary	X					X
Presentation of cultural and functional information			X			
Development of encoding, decoding skills (in non-roman alphabets)						X
Development of basic reading skills						X

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			X
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			X
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			X
Do the materials include guides for teaching?			X
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	X		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	X		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		X	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

GULF ARABIC
ARAMCO, Conversational

	Y	S	N
Do the materials appropriately integrate the use of English in class?	X		
Are the materials likely to be visually appealing to the student?			X
Do the materials expose students to language material above their momentary level?		X	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		X	
Do the materials include a wide range of learning activities for the student?			X
Are the materials considered successful by current users, if any?	?		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			X
Are lessons in the materials organized around functions to the exclusion of grammar?		X	
Are lessons in the materials organized around grammar to the exclusion of functions?			X

Comments:

Evaluator: Aziz el-Mouloudi

Date: October, 1985

Y = yes; S = somewhat; N = no

Holes, Clive. Colloquial Arabic of The Gulf and Saudi Arabia. London, England: Routledge and Kegan Paul, 1984.

Specific language/dialect taught: Arabic, Colloquial dialect of the Gulf and Saudi Arabia.

Type of text: Basic level teaching material

Publication information: First published in 1984; 1985 price $10.95. Copy at CAL.

Intended users: English-speaking teachers, engineers, businessmen, and others who need to acquire a working knowledge of Gulf Arabic. No previous knowledge of Arabic is assumed.

Format: book with one cassette tape.

Overall grammatical/pedagogical approach:

Presentation of language: Gulf Arabic in transcription throughout.

Physical quality of book: fine quality softbound

Editorial quality of target language: good

Editorial quality of English: Excellent

Overall organization of text: [vi, 319pp]
Introduction includes background information on the complexity of Arabic and the plethora of dialects. There are sections on how to use the book, and a pronunciation guide.
20 units, three review units, answer-key to the exercises, and appendices outlining some of the differences of formal and informal colloquial speech.
Each unit contains a number of grammatical points, followed by relatd exercises for practice,and a vocabulary summary of new words encountered in the unit.

Vocabulary areas covered: Mainly communication and survival in newcomer situations.

General comments:

CPT page label: GARHOLEA1

LARC staffer: McFerren

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Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

~~Dutch, Duff/Sandi~~
(lg)
Ubbo, ~~Further Dutch (revised 5 ed.)~~
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	• ✓	•		

• Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: An acceptable textbook for acquiring reading knowledge of this dialect variety

Evaluator: ~~Agnes C. Flaherty~~ Date: ~~October 15, 85~~

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Gulf/Saudi Arabic
(lg)
Notes, Colloquial
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓					✓
Presentation, explanation of basic grammatical structures	✓					
Development of accurate pronunciation	✓					
Development of automaticity, fluency		-				
Development of appropriate range of vocabulary	✓					
Presentation of cultural and functional information	✓					
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills						-

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		-	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			-
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Iraq / Saudi Arabia
(lg)
Yalla, Colloquial
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?	✓		
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?		✓	
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: A good general reference and useful textbook for beginners. The grammar seems to be well graduated and simple. The texts -

Evaluator: [illegible] Date: [illegible]

Y = yes; S = somewhat; N = no

Jong, D. Spoken Arabic of The Arabian Gulf. Beirut, Lebanon: Librairie du Liban, 1968.

Specific language/dialect taught: Arabic, dialect of the Persian Gulf

Type of text: Reference, phrasebook

Publication information: [PJ6309.S63]

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: transcription

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: good

Overall organization of text:
[68pp]
Pronunciation Guide
Words and phrases arranged topically around newcomer situations; e.g., "At the money changer," "Taking a taxi," "At the hotel," etc.

Vocabulary areas covered: communication and survival in newcomer situations.

General comments:

CPT page label: GARJONGA

LARC staffer: McFerren

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg)

(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	•	• ✓		

• Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: a very interesting material, It is more of a manual for teachers, giving lesson plans and notes. could be used as supplementary material for basic college spanish

Evaluator: [illegible] Date: April 25, 27

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Gulf Arabic
(a) Text Iraq. Spoken Arabic of Iraq

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓				✓
Presentation, explanation of basic grammatical structures			✓			
Development of accurate pronunciation			✓			
Development of automaticity, fluency			✓			
Development of appropriate range of vocabulary		✓				
Presentation of cultural and functional information		✓				
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills						✓

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		•	✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?			✓
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			✓

Y = yes; S = somewhat; N = no

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) Gulf Arabic
(text) Spoken Arabic of the Gulf

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?		✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?		✓	
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: an introductory unit of knowledge of the topic of Arabic =

Evaluator: Agif Ender; Date: [illegible]

Y = yes; S = somewhat; N = no

Omar, Margaret K. Saudi Arabic (Urban Hijazi Dialect). Washington, DC: Foreign Service Institute, 1975.

Specific language/dialect taught: Arabic, Saudi dialect

Type of text: basic level teaching material

Publication information: Available at 1985 price of $10.65. Copy at CAL.

Intended users: Beginning level FSI students--designed to help students attain an S-2 proficiency level.

Format: book

Overall grammatical/pedagogical approach: Audio-lingual

Presentation of language: Arabic in transcription throughout. Student is introduced to Arabic alphabet from the beginning, however.

Physical quality of book: Paperback, FSI format

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text: [xvii, 288pp]
Introduction outlines the three dialect groups of Saudi Arabia
50 lessons, each arranged as follows:
1) Dialogue; 2) Structure sentences--link dialogues with grammatical notes;
3) Grammatical notes; 4) Vocabulary notes; 5) Drills;
6) Situations--sentence given in English, student provides Arabic;
7) Cultural notes; [Every 10th lesson is a review]
Appendices: Specialized vocabulary; social expressions; gestures; Saudi names; Arabic-English Glossary

Vocabulary areas covered: Communication and survival in newcomer situations

General comments:

CPT page label: GAROMARAI

LARC staffer: McPerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

GULF ARABIC
Omar, Saudi Arabic

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	 X X X			
Are the materials usable in language teaching contexts?	* X	*		

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments:

Evaluator: Aziz el-Mouloudi

Date: October, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Gulf / Saudi Arabic
(lg)
Omar, Saudi Basic Course
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts		✓				✓
Presentation, explanation of basic grammatical structures		✓				
Development of accurate pronunciation	✓					
Development of automaticity, fluency		✓				
Development of appropriate range of vocabulary	✓					
Presentation of cultural and functional information		✓				
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills						✓

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		✓	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Gulf / Saudi Arabia
(lg)
Basic Saudi Basic Course
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?		✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: This text is helpful in building up a good introductory vocabulary and basic grammar, but the native language explanations may be useful for a student

Evaluator: [illegible] Date: October 24, 1985

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Qafisheh, Hamdi. Basic Course in Gulf Arabic. Tucson, AZ: The University of Arizona Press, 1984.

Specific language/dialect taught: Arabic, dialect of the Arabian Gulf

Type of text: Basic Level Teaching Material

Publication information: First published in 1975 by The University of Arizona Press and Librairie du Liban of Beirut, Lebanon. The 1984 printing is its fourth. [PJ6853.Q28] 1985 price: $12.95. Copy at CAL.

Intended users: English speakers; knowledge of Modern Standard Arabic not necessary

Format: book with tapes

Overall grammatical/pedagogical approach: structural/audio-lingual

Presentation of language: Gulf Arabic in Roman alphabet transcription throughout.

Physical quality of book: fine quality paperback

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text: [xxii, 482pp]
42 units typically arranged as follows:
1. Text--there are 42 texts: 32 dialogues and 10 narratives. Dialogues deal principally with communication and survival in newcomer situations. Narratives are anecdotal or short story excerpts.
2. Vocabulary, additional vocabulary
3. Pronunciation and grammar lessons
4. Drills (Substitution, transformation, repetition, chain, question-answer, translation, etc.)
5. Three Review Units
Gulf Arabic-English, English-Gulf Arabic Glossaries; Index of Grammatical Terms.

Vocabulary areas covered: Dialogues cover vocabulary of communication and survival, such as "appointments," "telephone conversations," "shopping," "telling time," "getting acquainted," "greetings," etc. Cultural information is included in the narratives.

General comments: Transcription system used is a modified version of the Library of Congress' romanization system used for the cataloging of Arabic writings.

CPT page label: GARQAFIA1
LRC staffer: McPerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Arabic (Modern Standard)
(lg)
A Basic course in Written Arabic
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: A good presentation of grammar, phonology and vocabulary. The variety of drills (Repetition, substitution, transformation ...) are most useful for non-native speakers.
A good teaching material.

Evaluator: A.I Elmoslemany Date: _____

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Gulf Arabic
(lg)
Refished, Basic Course
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓			✓		
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information	✓			✓		
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Hey Arabic
(lg)
Refished, Basic Course
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?	✓		
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			
Do the materials include a wide range of learning activities for the student?	✓		
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?	✓		
Are lessons in the materials organized around grammar to the exclusion of functions?	✓		

Comments: The book is well organized and well presented - Could be used both as a textbook (for teaching purposes) and as a reference for Material preparation -

Evaluator: A S Elmoudden Date: October 17, 85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Qafisheh, Hamdi A. Gulf Arabic; Intermediate Level. Tucson, AZ: The University of Arizona Press, 1979.

Specific language/dialect taught: Arabic, Colloquial dialect of the Arabian Gulf

Type of text: Basic level teaching material

Publication information: Published and distributed by the University of Arizona Press at the 1985 price of $12.95. Copy at CAL.

Intended users: English speakers hoping to acquire a conversational tool beyond the basic level in Gulf Arabic. Also deemed of potential interest to Arabists, anthropologists and Arabic dialectologists.

Format: / book with tapes

Overall grammatical/pedagogical approach: structural/audio-lingual

Presentation of language: Gulf Arabic in transcription throughout.

Physical quality of book: fine quality softbound; considerable reduction in size of type in glossary makes it quite difficult to read.

Editorial quality of target language:

Editorial quality of English: Excellent

Overall organization of text: [xvii, 296pp]
21 lessons with an active vocabulary of 1,800 items selected from a frequency word list prepared for this project. A typical lesson contains (1) a narrative or dialogue built around a topic of interest; (2) vocabulary in the narrative; (3) additional vocabulary connected with (2); (4) grammar; (5) drills; (6) occasional shorter narratives for listening comprehension and reproduction; and (7) in Units 16-21, dialog or narrative appears in Arabic script as well as transcription. A Gulf Arabic-English Glossary of approx. 7,000 entries is appended.

Vocabulary areas covered: Widely varying; much cultural information included.

General comments:

CPT page label: GARQAFIB1

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Arabic (Colloquial)
(lg)
Alfaisal Coll Arabic Intermediate level
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	• ✓	•		

• Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: A continuation of Basic Coll Arabic — The writer follows more or less the same methodology in organizing and presenting the material, which he does quite successfully.

Evaluator: A. S. Elmandjra Date: October 11, 1985

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

GULF ARABIC
Qafisheh, Intermediate Level

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	X			X		
Presentation, explanation of basic grammatical structures	X					
Development of accurate pronunciation	X					
Development of automaticity, fluency	X			X		
Development of appropriate range of vocabulary	X			X		
Presentation of cultural and functional information	X			X		
Development of encoding, decoding skills (in non-roman alphabets)				X		
Development of basic reading skills				X		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		X	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		X	
Do the materials include guides for teaching?	X		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	X		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		X	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	X		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

GULF ARABIC
Qafisheh, Intermediate

	Y	S	N
Do the materials appropriately integrate the use of English in class?	X		
Are the materials likely to be visually appealing to the student?	X		
Do the materials expose students to language material above their momentary level?	X		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?	X		
Do the materials include a wide range of learning activities for the student?	X		
Are the materials considered successful by current users, if any?	X		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	X		
Are lessons in the materials organized around functions to the exclusion of grammar?			X
Are lessons in the materials organized around grammar to the exclusion of functions?			X

Comments: Although it is sometimes difficult to decide what constitutes intermediate Arabic in terms of grammar, and reading material, the type of texts included are appropriate for this intermediate stage, which is closer to basic than advanced. The relatively longer English-Arabic translation texts are quite useful at this stage; however, there should also be translation from Arabic into English. Overall, a good book for reference and acceptable teaching material.

Van Wagoner, Merrill Y., Arnold Satterthwait. and Frank Rice. Spoken Arabic (Saudi). Ithaca, NY: Spoken Language Services, Inc., 1977.

Specific language/dialect taught: Arabic, Saudi dialect

Type of text: Basic level teaching material

Publication information: First prepared in 1950 by the linguists of ARAMCO's Training Department for use at the Foreign Service Training Center. Reprinted in 1977 by Spoken Language Services and presently available from SLS for $8. Copy at CAL.

Intended users: Beginning-level students of Saudi Arabic. No knowledge of Modern Standard Arabic is necessary. Designed for use in the classroom or for self-study.

Format: book with tapes

Overall grammatical/pedagogical approach: structural

Presentation of language: Arabic in transcription throughout

Physical quality of book: fine quality paperback

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text:
I. Key to Pronunciation
II. 12 units, each arranged as follows:
    1. Basic sentences (recorded) 2. Review (recorded)
    3. Grammar Analysis 4. Conversations 5. Arabic-English Vocabulary
III. List of Numbers
IV. List of Verbs V. English-Arabic Vocabulary
VI. Appendix--Model Training Conversation (for training Saudi employees)

Vocabulary areas covered: Vocabulary geared towards use by American oil company employees: communication with Saudis in an oil company milieu. ("Laying a Pipe," "A New Employee," "In the Dining Hall," "Interview." Some communication and survival in newcomer situations: "At the Market," "Seeing Dhahran," etc.

General comments:
CPT page label: GARWAGA1
LARC staffer: McPerren

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Alif Baa (lg)
Van Wagenen Spoken Arabic (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: a good general reference - the material is generally organized around glosses.

Evaluator: Ally E Elmoty Date: October 26, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Gulf/Saudi Arabia
(lg)
Ten Ways, Spoken Arabic
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓					
Presentation, explanation of basic grammatical structures	✓					
Development of accurate pronunciation	✓					
Development of automaticity, fluency		✓				
Development of appropriate range of vocabulary	✓					
Presentation of cultural and functional information		✓				
Development of encoding, decoding skills (in non-roman alphabets)					✓	
Development of basic reading skills						✓

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		•	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		-	
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		•	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Gulf / Saudi Arabic
(lg)
Van Wagoner, Spoken Saudi
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?	✓		
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?		✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: a good beginning, to be used
mainly as a reference for presentation of
systematic materials

Evaluator: [illegible] Date: [illegible] 1985

Y = yes; S = somewhat; N = no

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Advanced Course Materials

INDIVIDUAL MATERIALS EVALUATION

Refresher-Maintenance Materials

Reference Materials

Johnstone, T.M. Eastern Arabian Dialect Studies. London, England: Oxford University Press, 1967.

Specific language/dialect taught: Arabic, Eastern Dialect, Gulf Arabic

Type of text: Reference, Grammar

Publication information: Published by Oxford University Press in 1967, distributed by the University of London, School of Oriental and African Studies at 12 pounds sterling. Copy at CAL.

Intended users:

Format: book

Overall grammatical/pedagogical approach:

Presentation of language: Arabic in transcription, with occasional citations in Arabic script.

Physical quality of book: fine quality hardbound

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text: [xxxii, 268pp]
1. Introduction, with background on the countries of the Gulf whose dialects are studied: Kuwait, Bahrain, Qatar, and Oman.
2. Introductory chapter discussing the place of the Eastern Arabian dialects within the larger group of dialects to which they belong and determining their main characteristics.
3. An outline of the phonology of the dialects
4. Morphology of the dialects
5. Notes on syntax--deal with the use of tenses, concord and the sentence.
6. Texts 3 maps.

Vocabulary areas covered: Areas covered are generally anything for which one uses colloquial speech: conversations with friends, taxi drivers, at the market, etc.

General comments:

CPT page label: GARJOHNA1

LARC staffer: McPerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

GULF ARABIC
Johnstone, Dialect studies

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	x			
Are the materials of high quality, in terms of				
a. fulfillment of text goals?	x			
b. clarity of organization?	x			
c. lucidity of presentation?	x			
Are the materials usable in language teaching contexts?	* x	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	X
Dictionaries	
Electronic Aids	

Comments:

Evaluator: Aziz el-Mouloudi

Date: October, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Gulf Arabic
(lg)
Johnstone, Dialect Studies
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?	✓		
Are materials suitable for use by			
a. beginning students			✓
b. advanced students	✓		
c. teachers/materials developers only	✓		
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			✓
c. functional category			✓
Is the presentation of the language			
a. in its own script			✓
b. in romanization/transliteration	✓		
c. in phonetic transcription	✓		
Original intention of the materials:			
a. teaching materials			✓
b. pedagogical reference			✓
c. linguistic study	✓		
Do the materials purport to describe the entire language?	✓		
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed	✓		
b. cross-referenced	✓		
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)		✓	
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources		✓	
c. invented for purposes of discussion		✓	

Evaluator: [illegible] Date: [illegible], 85

Y = yes; S = somewhat; N = no

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Gulf Arabic
Johnstone, Dialect Studies

Are examples/texts translated into English?

	Y	S	N
a. literal translations?	✓		
b. idiomatic translations?		-	
		-	

Comments: The word study as a reference for materials preparation, and the phonetic analysis, but not as a teaching material.

Y = yes; S = somewhat; N = no

Qafisheh, Handi A. A Short Reference Grammar of Gulf Arabic. Tucson, AZ: The University of Arizona Press, 1977.

Specific language/dialect taught: Arabic, Gulf dialect

Type of text: Reference, Grammar

Publication information: available from the University of Arizona Press for $12.50. [PJ6853.Q33] Copy at CAL.

Intended users: Students with some knowledge of Gulf Arabic; teachers who may use it as a checklist of grammatical points; Arabic linguists and dialectologists; government and oil company employees.

Format: book

Overall grammatical/pedagogical approach: structural

Presentation of language: Arabic in transcription

Physical quality of book: good quality softbound

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text:

I. Phonology
II. Morphology
III. Syntax of Gulf Arabic
IV. Texts--translations

Appendices
Bibliography

Vocabulary areas covered: non-specific

General comments:

CPT page label: GARQAFIC1

LARC staffer: McFerren

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Gulf Arabic
(text) Polished, Ref. Grammar

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: a well thought, well organized general reference—

Evaluator: Azuz Shuaby Date: October 15, 85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Gulf Arabic
(IB)
Rafideh, Ref. Grammar
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach			
c. state of knowledge of the language			
Are explanations clear to the non-specialist?	✓		
Are materials suitable for use by			
a. beginning students			
b. advanced students			
c. teachers/materials developers only	✓		
Are materials arranged by			
a. grammatical category	✓		
b. semantic category		✓	
c. functional category			
Is the presentation of the language			
a. in its own script			✓
b. in romanization/transliteration			
c. in phonetic transcription			
Original intention of the materials:			
a. teaching materials			
b. pedagogical reference		✓	
c. linguistic study			
Do the materials purport to describe the entire language?		✓	
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed			
b. cross-referenced			
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources			
c. invented for purposes of discussion			

Evaluator: [illegible] Date: October 1, 85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Gulf Arabic
Colloquial, Ref. Grammar

Are examples/texts translated into English?

	Y	S	N
a. literal translations?	✓		
b. idiomatic translations?	✓		

Comments: A good general study of the dialect variety - the word index for linguistic purposes and as a reference grammar reference -

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Dictionaries

Electronic Materials